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ABSTRACT

This guide is intended to aid New Jersey citizens concerned with the improvement of library media services based on the New Jersey Public Education Act of 1975, which provided for a thorough and efficient (TE) planning process to improve opportunities for all children. It is directed to the library media specialist, but can be used in teamwork effort among media professionals, superintendents, TE coordinators, teachers, administrators, PTA's, and interested groups. Patterned after literature already written, the TE provision is explained, and steps for local school district implementation of TE--goal development, establishing assessment objectives/goal indicators and standards, needs identification, developing and installing educational programs, evaluating educational program effectiveness, and budget review--are described. Appended with a select bibliography are excerpts from the law, worksheets, sample teacher and student opinion questionnaires, sample analysis and exercises, and a compliance checklist. (Author/KP)

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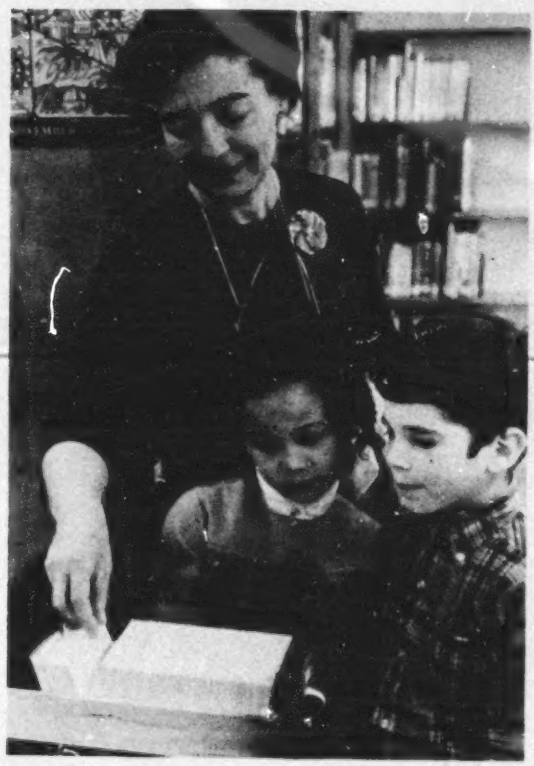
LIBRARY MEDIA and T&E



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Development of School Media Programs Committee

Charles H. Bihler, Editor

New Jersey School Media Association

IR 005 100

INTRODUCTION

LIBRARY MEDIA AND T&E: A GUIDE FOR THE IMPLEMENTATION OF A SYSTEM OF THOROUGH AND EFFICIENT LIBRARY MEDIA SERVICES IN THE PUBLIC SCHOOLS OF NEW JERSEY is intended as an aid to all citizens concerned with the improvement of library media services for all students and teachers in our state.

Although LIBRARY MEDIA AND T&E speaks directly to the Library Media Specialist, this guide is intended as a useful tool for a total teamwork effort among media professionals, superintendents, T&E coordinators at the state, county and district levels, classroom teachers and their supervisors, administrators, PTA's and all other interested groups.

LIBRARY MEDIA AND T&E has been constructed with the realization that a great deal of official literature about T & E already exists. In order to facilitate communications in the library media T & E teamwork process, we have patterned our efforts on sources that are now familiar to thousands of educators throughout New Jersey.

The primary model for LIBRARY MEDIA AND T&E is a section of T&E, A Primer for School Improvement in New Jersey, published in 1976 by the New Jersey State Department of Education. Sections of the "Primer" are reproduced in this publication.

LIBRARY MEDIA AND T&E was produced by the Development of School Media Programs Committee of the New Jersey School Media Association, 1977, Charles H. Bihler, Chairman.

THE GOAL OF THE NEW JERSEY SCHOOL MEDIA ASSOCIATION IS:

that every school building shall have a library media center staffed by a professionally certified media specialist, with supportive staff, and a collection of materials to meet the day to day needs of the school population for rapid compliance with Chapter 212, Public Laws of 1975.

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What is T&E?

LAW

T & E is a provision of the New Jersey State Constitution now defined by the Public Education Act of 1975 (N.J.S.A. 18A:7-1 et. seq.). In this act the Legislature provided for a "thorough and efficient" planning process that is responsive to the needs of children, parents, the community and the State.

ADMINISTRATIVE CODE

The Administrative Code (Title 6, Subtitle B) is, in the broadest definition, a comprehensive state-wide planning process for improving public education. It is designed to provide an equally fair educational experience for each pupil in New Jersey. It is also a management structure that should produce an educational system that is effective in bringing about academic growth in pupils with an efficient use of public funds.

What Does T&E Do?

AS A SYSTEMATIC PLANNING PROCESS FOR PROGRAM IMPROVEMENT, T & E:

1. GOAL DEVELOPMENT is a process by which the general public and educators must redefine and reaffirm the general goals they have for the education of New Jersey's school children.

2. GOAL INDICATORS STANDARDS is a process by which educators set standards and overall objectives to measure progress toward these goals.

3. NEEDS IDENTIFICATION identifies what local schools are presently doing to meet these goals.

4. PROGRAMMING is a process in which educators design programs and services to meet needs.

5. EVALUATION is a process by which educators must be able to measure the effectiveness of their programs and to redesign them when needed.

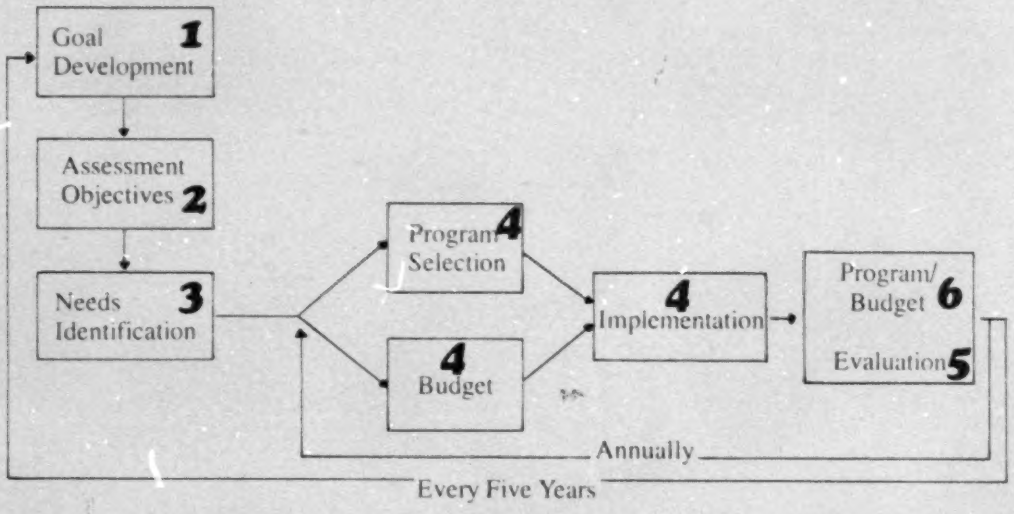
6. BUDGETING is a process in which the educator defines the level of financial support necessary for successful implementation of educational programs, and in which the taxpayer is required to provide this support.

HOW A LOCAL SCHOOL DISTRICT IMPLEMENTS T & E

The preceding SIX STEPS are represented in the GENERAL PLANNING MODEL shown below. LIBRARY MEDIA AND T&E will first isolate each step of the model; will show the State Department of Education's analysis of each step; will attempt to relate the State Department of Education's analysis with sample strategies, procedures and materials which you may use in you local district to fulfill T & E requirements. In most cases, you will want to select and adapt the suggested material to your individual needs.

In the text which follows, the local district will often be referred to as an LEA which is official terminology for a Local Education Agency.

General Planning Model



CONCERNS TO BE CONSIDERED IN EACH STEP

1. Context
2. Communications
3. Involvement
4. Priorities
5. Data Needs
6. Management Process
7. Evaluation

Step 1- Goal Development

- planning and conducting a goal setting process with community involvement

The district develops district and school goals with involvement of teachers, staff members, administrators, board members, pupils, parents, and other citizens.

Why?

1. To assure that the schools continue to be responsive to the needs of all concerned groups.
2. To assure that local goals are consistent with state goals determined by the State Board of Education.
3. To provide a base against which to assess school needs and set objectives for programs.

This step has already taken place or is underway in your district (LEA). You should attach a copy of your local goal statements to your T & E material for reference.

We have included the State Department of Education's OUTCOME GOALS and PROCESS GOALS for your reference. The law states that each local district's goals should be in harmony with those of the state.

Also refer to the overall goal of the New Jersey School Media Association, as found in the Introduction, page ii.

Subchapter 2. State Educational Goals

6:8-2.1 State educational goals
(a) The state educational goals shall be the following outcome and process goals and shall be applicable to all public school districts and schools in the state.

EDUCATIONAL OUTCOME GOALS provide a definition of what kind of human product our schools ought to produce. They are geared to the student and are humanistic as well as practical.

(b) Educational outcome goals: The public schools in New Jersey shall help every pupil in the state:

1. To acquire basic skills in obtaining information, solving problems, thinking critically and communicating effectively.
2. To acquire a stock of basic information concerning the principles of the physical, biological and social sciences, the historical record of human achievements and failures and current social issues.
3. To become an effective and responsible contributor to the decision-making processes of the political and other institutions of the community, state, country and world.
4. To acquire the knowledge, skills and understanding that permit him/her to play a satisfying and responsible role as both producer and consumer.
5. To acquire job entry level skills and, also, to acquire knowledge necessary for further education.
6. To acquire the understanding of and the ability to form responsible relations with a wide range of other people, including but not limited to those with social and cultural characteristics different from his/her own.
7. To acquire the capacities for playing satisfying and responsible roles in family life.
8. To acquire the knowledge, habits and attitudes that promote personal and public health, both physical and mental.
9. To acquire the ability and the desire to express himself/herself creatively in one or more of the arts, and to appreciate the aesthetic expressions of other people.
10. To acquire an understanding of ethical principles and values and the ability to apply them to his/her own life.
11. To develop an understanding of his/her own worth, abilities, potentialities and limitations.
12. To learn to enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous learning and adaptation to change.

EDUCATIONAL PROCESS GOALS provide a definition of how the system of public education ought to operate in order to produce the desired outcomes in a wholesome, cooperative atmosphere.

(c) Educational process goals: The public schools in New Jersey shall provide:

1. Instruction which bears a meaningful relationship to the present and future needs and/or interests of pupils.
2. Significant opportunities, consistent with the age of the pupil, for helping to determine the nature of the educational experiences of the pupil.
3. Specialized and individualized kinds of educational experiences to meet the needs of each pupil.
4. Opportunities for teaching staff members and pupils to make recommendations concerning the operation of the schools.
5. Comprehensive guidance facilities and services for each pupil.
6. An environment in which any competition among pupils is positive.
7. Resources for education, used with maximum efficiency.
8. Teaching staff members of high quality.
9. Diverse forms of constructive cooperation with parents and community groups.

Step 2- Establishing Assessment Objectives (Goal Indicators and Standards)

- planning and conducting an objectives/goal indicators and standards setting process

The district specifies in writing, objectives/goal indicators and specifies the level of student achievement desired.

Why?

In order to identify elements of the goals and establish standards for use in assessment.

How?

A • The district establishes objective/goal indicators which specify goal elements to be assessed.

B • The district then establishes levels of proficiency (standards) which will be used to assess the current educational system in terms of its goals.

C • The plan must provide for assessing each pupil upon entrance and annually thereafter in basic communication and computational skills.

A. ESTABLISHING GOAL INDICATORS/OBJECTIVES

DEFINITION: A Goal Indicator/Objective is one of many observable behaviors a student may be able to perform that will indicate a goal is being realized.

You must identify a group of goal elements which 1) you feel are worthy of achieving and 2) which can actually be assessed.

You may wish to consider the format and content of the Goal Statements which were developed in a Librarians' Workshop of the Santa Barbara, California High School District in 1973.

Some districts in our own state have used the results of this funded workshop as a basis for the development of their own Goal Indicators/Objectives. In doing so, they have modified wording, added other statements, or deleted some statements altogether.

Although there may be other collections of statements, these derived from Santa Barbara are similar to (indeed partially derived from) work in a variety of other states, and merit some consideration (See Item 15, Selected Bibliography, page 21):

THE SCHOOL DISTRICT SHALL PROVIDE, IN COMBINATION, CERTIFIED LIBRARY MEDIA SPECIALISTS, QUALIFIED SUPPORTING STAFF IN SUFFICENT NUMBERS, RESOURCES OF SUFFICIENT NUMBER AND KIND, AND PHYSICAL FACILITIES

1. to implement adequately the goals of an effective library media program.

(Number 1 is an example of an overall district goal. Following are goals for the individual school as well as for the district as a whole).

THE SCHOOL AND THE LIBRARY MEDIA SPECIALIST SHALL INSURE THAT EACH STUDENT WILL HAVE THE OPPORTUNITY

2. to select material from a well rounded multi-media collection which has been developed with consideration for student interests, ability level, and need to cope with an ever increasing body of knowledge.
3. to find library media materials efficiently organized for each retrieval and use.
4. to develop a growing vocabulary and the ability to read increasingly difficult material.
5. to acquire the skills needed to use effectively a multi-media collection and to select the proper type of materials when seeking information. (See Selected Bibliography, Skills booklet, Item 4, page 20).
6. to use the library resources in a climate of informality with consideration for the rights of all.
7. to establish patterns of individual study, independent research and self instruction.
8. to develop aesthetic appreciation and critical judgement in reading, viewing and listening.
9. to receive guidance in reading, viewing and listening.
10. to gain a sustained and lasting satisfaction from reading.
11. to be familiar with other libraries and resources in the community so that a life-long interest in learning and culture may be encouraged.
12. to have the freedom to read, view and listen consistent with individual needs and level of maturity.
13. to explore in many areas prior to making life shaping decisions.

14. to have access to materials representative of various ethnic and cultural groups, and their contribution to our American heritage.

15. to develop an understanding and appreciation of peoples of the world and their cultures.

16. to elect a meaningful work experience as a student library media assistant and to receive guidance and instruction necessary to success in this experience.

17. to find physical facilities in the library media center which will adequately and attractively house the book collection, provide easy access to audio-visual equipment and materials, and furnish seating in pleasant, relaxed surroundings.

THE SCHOOL AND THE LIBRARY MEDIA SPECIALIST SHALL INSURE THAT EACH TEACHER SHALL HAVE THE OPPORTUNITY

18. to have access to material needed to attain the goals of an ever changing instructional program, and a library media center developed with consideration for each teacher's instructional and professional needs.

B. LEVELS OF PROFICIENCY (STANDARDS)

DEFINITION: A Standard includes the procedures and stated levels of proficiency used in determining the extent to which goals and objectives are being met.

There are two types of standards which will be discussed here. The first is those standards that apply to the student. The second is that group of standards that apply to the program of library media.

1. The Student

Consider seriously the use of Library Media Center, Study and Research Skills, Instructional Program K-12 in developing your standards for student proficiency (Selected Bibliography, Item 4, page 20).

The Skills booklet outlines those skills to be introduced, taught in depth, reviewed and maintained at each grade level and suggests a division of the tasks between the teacher and the media specialist.

The Skills booklet also breaks down each skill into suggested components. This gives the local district the opportunity to assess whether or not it has sufficient staff, facilities and materials to allow for the teaching of each skill. The local district (LEA) will (standard) then have to consider the specific level of Skills attainment desired for students at a given level.

2. The Program

The New Jersey Blueprint for School Media Programs (Selected Bibliography, Item 11, page 21) is the official document of library media standards of the State Department of Education, adopted by the State Board of Education on November 4, 1970. It establishes the quantitative program standards that will allow for success in achieving local goals and objectives.

Both the Skills booklet and the Blueprint will be useful to you in other stages of your T & E process. In the appendix, pages 24 and 25, you will find sample format sheets which will illustrate how to expand upon the usefulness of both these publications.

C. ASSESSMENT OF EACH PUPIL UPON ENTRANCE

Since the attitude of students has been proven to affect their performance, it might be well to consider ways to assess both their affective (attitudinal) and cognitive (factual) levels as they enter school, pass from grade to grade, school to school, and graduate.

Like most people, library media specialists may perceive a different level or type of success for the library media program than that of their clients. For this reason, some attempt must be made to assess the attitude of students, teachers and parents toward the program in order to 1) discover discrepancies in perceptions between library media specialist and client and 2) better plan corrective action for valid weaknesses in program.

It takes some bravery and effort to design experiences which will allow students, teachers and parents to illustrate or exhibit their true attitudes in a positive manner, as well as to assess the specific level of skill development in each student. But only with some data of this sort can the library media staff document improvements in program as well as specific needs for additional staff, materials and facilities.

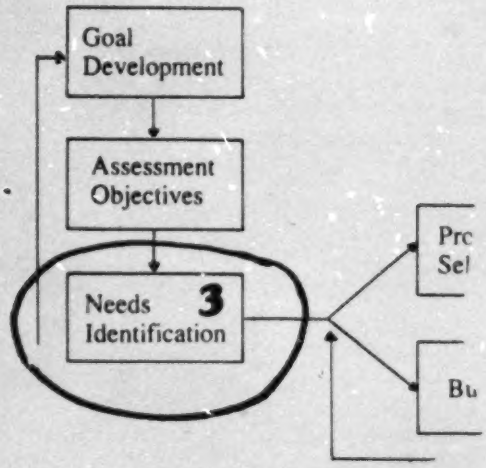
For a sample opinionnaire for students as well as one for teachers, refer to pages 27 and 26.

Assessment of cognitive knowledge in the library media center is a matter that can be approached using a variety of materials and techniques. Ideally, each student should be tested for a wide scope of knowledge and skills. This periodic testing might better be begun with a random sampling of classes, groups or individual students. The library media specialist might also, in the interest of greater efficiency and no loss of validity, consider random selection of skills and knowledge to be tested.

This selective approach to initial testing can produce a highly satisfactory result, whereas in-depth testing of an entire population, as desirable as it is, might be beyond what can be practically accomplished, given existing staff, time and other factors in the local situation. For sample individual testing instruments, used with secondary students, refer to pages 30 through 33.

Step 3- Needs Identification

- planning and conducting a needs identification process by assessing where pupils are at present in relation to the objectives/goal indicators and standards



The LEA (Local Education Agent) determines the difference between its current status and desired level of proficiency.

Why?

The assessment is carried out in order to establish whether or not an acceptable level of achievement is being obtained by the districts in relationship to goals. It will be the difference between level of achievement desired and present level of achievement, determined from the needs assessment, that will form the base for new or modified educational programs.

How?

A • Prepare a written plan and calendar for determining the status of the district with respect to each previously determined goal, based on the objectives/goals indicators and standards.

B • Implement a plan and a calendar for arriving at the difference (discrepancy) between present achievement and desired achievement.

C • Prepare a report of the findings showing the present and desired achievement for each goal. If achievement expectations are not met, an educational need exists.

A. PREPARING A WRITTEN PLAN AND CALENDAR FOR NEEDS IDENTIFICATION

To really approach the task correctly, this is the point at which a realistic time schedule for the collection of data must be designed. You will need time do decide just which data collecting instruments are to be used, in what manner and to what degree. You may wish to place time in your schedule for redesigning some of these instruments to meet your local needs. On the other hand, you may decide to use some of them "as is."

If you are using materials contained in the Bibliography, be certain to order an adequate number of copies. Determine which materials may be photocopied without permission, and obtain necessary permissions for others. Success of your schedule will be greatly enhanced if you have all materials on hand at the outset.

For maximum efficiency and effectiveness, you may wish to vary both the kinds of meetings as well as the composition of those attending. Some tasks will be best accomplished in an all-day, released time meeting, while others can be accomplished in an after school or early morning meeting.

Small sub-groups can often attack a specific task better than the full committee. This will increase the efficiency and speed of the process, as well as insure that the task gets done even better.

The total group, as well as the smaller sub-groups should contain a variety of teachers, supervisors, administrators, parents and students as the need arises. Other outside consultants can be obtained as you have a specific need, but do not expect that anyone other than yourself is going to ultimately do the job for you. The T&E process is one of local decisionmaking.

THE GREATEST TASK

The gathering of data to determine the status of your district with regard to objectives/goal indicators and standards is the largest part of your overall task. If you will use many of the pre-prepared materials listed in the Selected Bibliography and Appendix, you will save a great deal of time and effort.

B. IMPLEMENTING A PLAN AND CALENDAR TO ILLUSTRATE NEEDS

By using the Blueprint and Skills booklets, the Blueprint and Skills Worksheet formats found in the Appendix, as well as other instruments of your choice, you should have little problem with this step. Relatively simple subtraction and commentary will enable you to know reasonably well just where you stand relative to where you need to be.

C. REPORT OF FINDINGS

You will now formalize your findings by issuing your first major report. Consider using the Blueprint and Skills formats for this report for the following reasons:

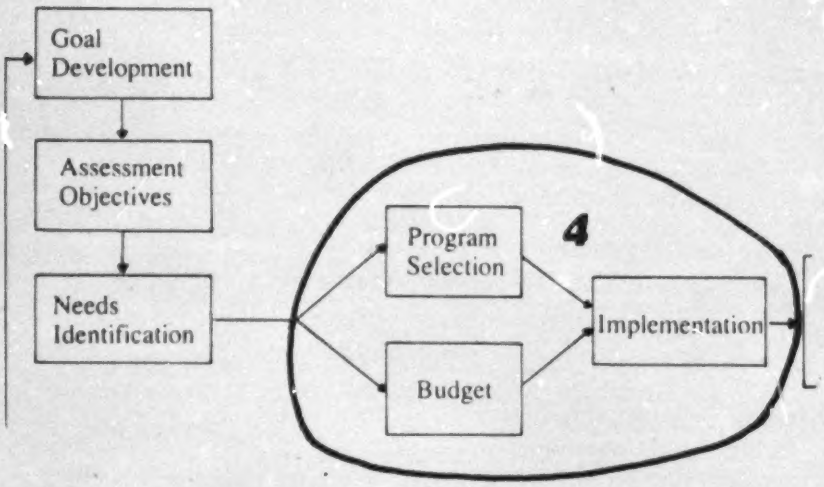
1. They are documents with wide circulation and usage and are recognized standards.

2. Those to whom you are reporting will become familiar with these standard formats at the outset.

3. Consistent use of these formats will increase the clarity of your reports and communications in all future steps of the T & E process.

Step 4 - Developing and Installing Educational Programs

- establishing educational programs to achieve objectives



The district school board adopts and implements an educational program for the district and each school which includes programs designed to improve the quality of education and plan for professional improvement.

Why?

To improve the level of educational achievement in the district and school by attempting to attain the stated goals, standards and objectives.

How?

A • Establish, with the teaching staff, a program which provides for the translation of community goals into educational objectives and programs.

B • Identify or develop educational programs for each school which can be used to achieve the objectives established by the district and determine any resources needed to carry out each program. Program planning should consider individual student differences; ranges in aptitude, talents and interests; responsiveness to different teaching approaches; differences in socioeconomic advantage; and the needs of the handicapped, bilingual and other minority students. It may be necessary to use multiple educational programs to reach a suitable level of achievement for the individual as well as the group.

C • Implement the educational program, which should provide for the remediation of pupil deficiencies in the basic communication and computational skills.

D • Prepare a plan and calendar for implementing and evaluating each program in the district's school improvement plan.

A - B. ESTABLISHING EDUCATIONAL PROGRAMS AND SERVICES

DISTRICT SERVICES

Certain library media services require specialized personnel that are often not available in a single school. Some functions and personnel are often not affordable by a single school building.

If your district is of sufficient size, district-level services to the library media program may well be an efficient and effective way to meet your total need. Rather than have each media specialist attempt to perform extremely specialized tasks, with only modest results, one specialized professional or technical person can produce a high quality result for all, and at a saving.

Even if your district appears to be too small for district services, or such a solution appears impractical for the short run, each school in your district can attempt to identify unique strengths in individuals, resources and facilities. Many schools can then provide certain district services for all others. If everyone is pitching in, a more effective educational program can be had, and at little additional cost.

Examples: One school or individual could

- *-organize purchases of library and audio visual supplies for all schools. Bulk purchasing can also save considerable money.*
- *-organize and administrate a materials selection apparatus, especially for materials (such as films) that are shared among schools.*
- *-make minor repairs of district media equipment and even stock a small supply of spare parts. Most equipment suppliers run brief, inexpensive training programs for such personnel.*
- *-provide production assistance in a given area such as photography, transparency making, audio and video recording.*
- *-represent the district at area or statewide conferences and meetings in an area of interest, such as educational television and T & E.*

DISTRICT PROGRAMS

It is important that all library media specialists in a district contribute toward a team effort in developing district library media objectives. Moreover, the sharing of ideas as well as the workload in developing specific instructional activities will prove to be a more efficient way to meet objectives.

ONE LIBRARY MEDIA SPECIALIST SHOULD BE REPRESENTED ON THE DISTRICT'S T & E MANAGEMENT TEAM.

SCHOOL PROGRAMS AND SERVICES

It is imperative that district level services ultimately be limited to those aspects of coordination and those physical materials, equipment and technical services that cannot be justified in each school. To adequately meet T & E standards, services must ultimately be located as closely as possible to the daily educational process, that is, the teachers and the students.

CURRICULUM INVOLVEMENT

There are some aspects of the educational planning process that the library media specialist cannot perform alone. The media specialist must have access to the staff, the students and the parents, and must be a part of curriculum design and planning in each school, meeting with department and grade level planning groups, curriculum committees and individual teachers.

ADMINISTRATIVE SUPPORT

Development of services, cooperative planning and thorough knowledge of curriculum will place the media specialist in a position ready to offer an educational program of good quality. With the addition of administrative attention and support at all levels, the media professional will be enabled to produce and implement a thorough and efficient educational program.

RESOURCES

There are many skills and resources, some unique to the library media specialist, that will assist you in designing and carrying out educational experiences for young people. The resources and knowledge available to you through your training, materials (such as those listed in the Selected Bibliography and Appendix) and the human resources available to you in your professional family of media specialists in other districts, the county and state levels, will greatly facilitate your performance as a *"thorough and efficient media specialist."*

C. IMPLEMENT THE PROGRAM

Now you are to the point that you know is your daily love: working with the students and their teachers. However, remember that your program was planned in conjunction with others. Skills in the library media program are being taught in other classrooms as well as in your library media center. You must be in constant touch with the daily pulse of curriculum development to insure that the entire job is being done.

D. PREPARE A PLAN AND CALENDAR FOR EVALUATION

This is the part that is so often left out of the educational process. We know, of course, how many students are passing and failing in the "academic subjects," but we don't often know how many programs are passing and failing the students! The accountability factor in education is not to make everyone pass everything - that is impossible. Neither is it to get every student to the same level at the same time - even less possible. *However, a well designed library media program will include a means of measuring how well it has met realistic objectives and standards.*

A CALENDAR FOR SUCCESS

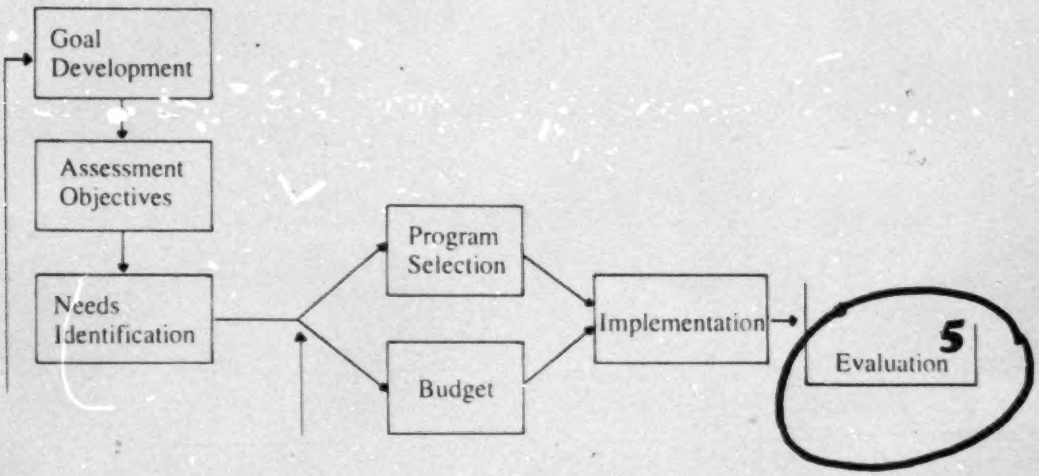
If you have set measurable objectives; if you have conducted an in-depth needs assessment for both students and your program; if you have implemented activities and have resources that were specifically designed to meet the identified needs, then you are likely to be able to easily evaluate the degree of your success.

In implementing your program, there were many constraints, including time and money, that caused you to set priorities as to how much you could get done during your first year in the T & E process.

The same principle applies to evaluation. You must choose what you are going to evaluate and when you are going to perform the evaluation. Consider a careful and progressive timetable, for you will want to "evaluate" your evaluation methods as you go along. Since evaluation is an on-going and never ending process, there is no hurry.

Step 5 - Evaluating Educational Program Effectiveness

- measuring the effectiveness of the educational programs in achieving those objectives and making changes as needed



The district measures the extent to which its educational programs actually fulfill their expected purposes.

Why?

To establish credibility for those educational programs and activities identified as necessary for meeting accepted levels of achievement by supplying evidence that they work to accomplish what they were intended to accomplish. Through this process, the district is able to demonstrate to the community that expenditures and other inputs to education lead to beneficial outputs in the form of student achievement.

How?

A • Describe how it will be demonstrated that program objectives have been met or the means by which progress toward possession of skills, knowledges and competencies will be measured.

B • The LEA identifies and develops methods by which the accomplishment of program objectives will be measured and evaluated.

C • Conduct the evaluation through the teaching staff under the direction of the chief school administrator and in consultation with parents and pupils.

D • Use evaluation findings to develop recommendations for school improvements for the following year.

E • Report the results of the evaluation study annually to the district school board.

A. DESCRIBE HOW YOU ARE GOING TO EVALUATE.

B. DESIGN OR ACQUIRE EVALUATIVE INSTRUMENTS

Evaluation is something that must start at the initial planning level. When you first set an objective/goal indicator you should have some idea in mind as to how you are going to measure success in meeting that objective.

CHOOSING EVALUATION INSTRUMENTS

There once was an animal called the Quantifant. He felt that anything worth doing could and should be reduced to numbers. There may be some quantifants in your world, but both you and they must keep in mind the fact that evaluation does not occur merely by giving graded tests or by counting circulation cards. Teacher observation, anecdotal records and the attitudinal surveys mentioned earlier are among many excellent parts of a balanced evaluation program.

You may wish to choose many of your evaluation methods much earlier in the T & E process. For instance, an attitudinal survey given at the beginning of a school year can be repeated at the end of that year without change. An exercise on the use of subject cards, in which only 45% of the students satisfied the minimum standard, could be repeated at a later time to see how great is the percentage of improvement. If the percentage increases only to 47%, one can assume that a) the students are not ready for that skill, b) the standard set was too high, or c) the educational program for teaching that skill was inadequate.

In addition to the materials listed in the bibliography and appendix, New Jersey state assessment scores, item scores on such basic tests as the Iowa Test of Skills, others of your own making will produce the desired balanced evaluation program.

QUANTITATIVE EVALUATION

Quantitative measurement of progress toward the standards of the New Jersey Blueprint . . . will be relatively simple if you refer to the suggested format in the Appendix, page 24.

Quantitative measurement of student learning, as applied to the Skills chart and the ensuing student activities is more time consuming. Particularly difficult will be the measurement of progress in activities designed in cooperation with teachers who are sharing the teaching of these skills. Your task will be easier if the activities planned to meet these objectives were designed with some sort of evaluation in mind. A format, based on the Skills chart, has been provided to give you some guidance in the bookkeeping aspect of evaluation. See the Appendix, page 25.

C. CONDUCT THE EVALUATION

It has already been pointed out that evaluation *is a process that goes on continuously, only to be interrupted to file reports as to where you are at a given moment.*

D. EVALUATION AS A TOOL FOR RECOMMENDING IMPROVEMENTS

Assuming that you have designed the process well, you should be able to identify your successes and plan to keep strengthening them. You should also be able to identify some areas in which you have had inadequate success.

Both success and the lack of it have causes. A well designed T & E process will enable you to report the reasons for your findings. Your initial testing of students found areas in which they were already well prepared, or extremely deficient. Lack of certain resources and facilities or staff were responsible for certain lack of improvement and progress, while other resources, facilities and staff contributed to success. If you are able to identify certain lack of progress as a result of the design of some of the educational activities, you can report on your plans for redesign.

This kind of reporting will enable supervisors and administrators to identify deficiencies that only they can correct, with board of education support. Lack of adequate staff, resources or facilities will become obvious.

E. REPORTING RESULTS TO THE BOARD OF EDUCATION

Well organized data, referred to throughout this document, is a strong vehicle for obtaining support for future improvements in funding levels. Basing your data on many recognized and widely circulated instruments, such as those referred to in the Selected Bibliography, will increase the appearance of, as well as the actual validity of your findings and recommendations.

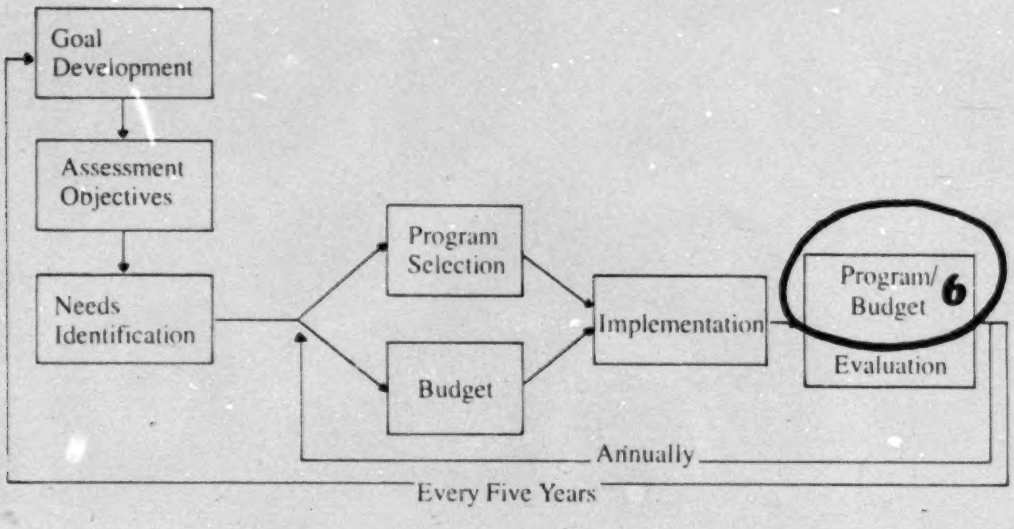
Personal involvement and personal appearances, when appropriate, will enhance your prospects for support in an atmosphere that is based on personal and professional good will.

AN INTERESTING NOTE ON EVALUATION AT THE BOARD OF EDUCATION LEVEL

Each LEA must submit a self evaluation each year. It would interest the library media specialist to note that page 29 of that document (Self Evaluation Checklist for Mandated Programs, New Jersey State Department of Education, November, 1976) contains some basic questions regarding the library media program. See page 34 for a reproduction of that checklist page.

Step 6- Budget Review

- budgeting annually for the educational plan and program



The LEA budgets annually for its projected educational plan and programs.

Why?
To assure necessary input of funds, materials, equipment, staffing, space and other resources to carry out the projected plan and programs.

How?
Use budget procedures and guidelines developed by the State Department of Education.

BUDGETING VERSUS ALLOCATING

There is a significant difference between this step and the spending you did in implementing your program in Step 4. At that time you were spending available resources to implement as much of your program as you could within the limitations of funds available. Now you are defining, for the administration and the board of education, what funds you feel you require to more fully meet your objectives.

PROGRAM BUDGETING

The essense of program budgeting is that your budget must reflect your specific program objectives. This is not difficult, since you have defined your objectives, the standards you are working towards and you know at least some of the specific deficiencies that will require equally specific and defined expenditures to correct.

You have also defined those areas of success that will be threatened if funding is shifted from them. Success is a fragile thing sometimes. You must continue to put resources in these areas.

EXAMPLES OF BUDGETING APPROACHES

-You have probaoly developed some sort of three to five year spending program to implement the Blueprint standards. You must now decide what your spending priorities are. There are some things, such as general periodicals, that you may need each year. However, there are others, such as space enlargement or renovation, specific equipment and personnel, that you want to develop in stages.

Be certain that you don't budget unsystematically. Don't add a clerk during year two of your plan to process the new thrust in materials that you plan for year three (and vice-versa)!

-You have determined that certain areas of your collection or services are inadequate or outdated by means of your on-going educational program evaluation. You must set priorities and buy (or make) some new tools for learning.

-You are ready to enter new ground in skills development, according to your Skills plan. Some of your work will require new materials for both you and the teachers who are working in cooperation with you. Perhaps the cost can be shared among the programs served.

REMEMBER: the law and the code now make certain things clear:

a) If you are attacking the T & E process with zeal, and can prove you are being "thorough and efficient" up to the point where the money runs out;

b) If that point arrives before the students are getting what they are promised in the district's goal statements and in your goal indicators;

the public is OBLIGATED is support you further.

EPILOGUE

For those who might find this entire process awesome and seemingly impossible to accomplish, given the restraints in the local situation: call for help and start somewhere. In addition to local assistance, your County Superintendent's staff, Educational Improvement Center staffs, School and College Service Section of the State Library and your colleagues of the New Jersey School Media Association stand ready to assist you. This process is not intended to be accomplished overnight. Remember its purpose: to improve the educational opportunities for all children. That seems worth a try.

Selected Bibliography

PUBLICATIONS OF THE NEW JERSEY SCHOOL MEDIA ASSOCIATION:

1. Elementary School Media Programs: A Success Story for Kids, 1975. Filmstrip with cassette and booklet of useful materials illustrating the steps in setting up a successful library media program. Directed to parent or professional groups.

2. Guidelines for the Development of a Library Media Selection Policy, 1975. Illustrates the steps and resources helpful in formulating a selection policy. Directed to the entire educational community and to the public.

3. Guidelines for the Evaluation of Media Specialists (Librarians), 1975. Identifies elements of role and job of the media specialist and provides sample formats for evaluation. Directed to media specialists and administrators.

4. Library Media Center Study and Research Skills, Instructional Program K-12, 1976. A guide for teachers, media specialists and administrators. Identifies skills, suggested levels for their introduction and the role of both the media specialist and classroom teacher.

5. Outstanding Media Centers in New Jersey, 1974. A slide presentation, with script, directed to parents and administrators, illustrating many aspects of a comprehensive program as found in several New Jersey Schools.

6. Programs of Media Centers Recommended for Visiting and Observation, 1976. A descriptive listing of outstanding school library media centers and a listing of those centers containing specific innovations or characteristics that might be of interest to the visitor. Included are instructions and contact persons for a visit.

7. Speakers Bureau, 1976. A list of individuals and programs available to local groups for assistance in developing and improving local library media facilities, staffing and programs. These individual speakers can utilize any of the publications listed above.

COPIES OF THESE PUBLICATIONS AVAILABLE FROM:

School & College Media Services
Library Development Bureau
New Jersey State Library
185 West State Street
Trenton, N.J. 08625

8. Media Programs, District and School, 1975. $2.95

Published by and available from:
American Library Association
50 East Huron Street
Chicago, Illinois 60611

and

Association for Educational Communications
and Technology
1126 16th Street NW, Washington, D.C. 20036

9. Media Programs, District and School, 1976. $10.95
A filmstrip and cassette intended to complement the above publication of the same name. Association for Educational Communications and Technology, 1126 16th Street NW, Washington, D.C. 20036

10. Evaluating Media Programs, 1976. $3.95
Association for Educational Communications
and Technology
1126 16th Street NW, Washington, D.C. 20036

= =

11. New Jersey Blueprint for School Media Prpgrams, 1969.
The official statement of the New Jersey State Department of Education of standards for facilities, personnel, resources and services.

12. E.S.E.A. Title II Demonstration Media Programs, 1976.
A guide to media programs for the visitor.

13. Statistics - New Jersey School Media Programs, 1974-75.

NUMBERS 11, 12, 13 AVAILABLE FROM:
School and College Media Services
Library Development Bureau
New Jersey State Library
Trenton, New Jersey 08625

14. T & E, A Primer for School Improvement in New Jersey, 1976
Department of Education, State of New Jersey
225 West State Street
Trenton, New Jersey 08625
(Currently out of print - 20,000 copies distributed)

15. Librarians Workshop: Library Goals, Objectives, Program, Evaluation. 1973. Santa Barbara Elem. and High School District, California. ERIC # 075060.

Excerpts, Chapter 212, P. L. 1975

The following exerpts provide the library media specialist with a broad selection of those portions of the Code which apply to the media program either directly or indirectly. It is important that media professionals become familiar with the Code, and it is included for that reason.

6:8-3.5a The educational program (curriculum for each district shall be developed in consultation with the teaching staff members . . . and shall:

1. Be consistent with written goals, objectives and identified pupil needs.
2. Develop individual talents and interests and serve diverse learning styles to motivate pupil achievement.
3. Provide for continuous learning . . .
4. Provide all pupils continuous access to sufficient programs of a library/media facility, classroom collection, or both, to support the educational program (curriculum).
5. Provide (assistance) in career and adademic planning.
6. Provide . . . programs and services for all handicapped children . . .
7. Provide bilingual programs . . .
9. Provide all pupils equal educational opportunity . . .
10. Provide career awareness . . .
11. Provide educational opportunities for exceptionally gifted and talented pupils.

6:8-3.6 Instruction

a. Instruction shall be provided by teaching staff members (underlining ours) in order to achieve goals, objectives and standards . . .

1. A school environment designed to foster positive feelings by pupils toward self and others.
2. Creative use of various instructional methods, materials and equipment.
3. Opportunities for pupils to participate in the study of individual, school and community problems.
4. Active involvement of pupils in directed and self-directed activities.
5. School and classroom organization and pupil assignment based upon individual pupil needs.
6. Effective use of personnel, resources and facilities of the school and community.
7. An emphasis on the interdisciplinary nature of knowledge and the interrelatedness of learning.

6:8-3.7 Evaluation of pupil progress

a. . . . to provide for the continuous and comprehensive review of pupil progress toward district and school goals and program objectives. The evaluation shall be conducted by teaching staff members . . .

6:8-3.8 Pupil minimum proficiency levels . . .

a. The district board of education, after consultation with the chief school administrator and teaching staff members (underlining ours), shall establish reasonable pupil minimum proficiency levels in the basic communication and computational skills.

CHAPTER 212 (excerpts), Continued

Subchapter 4. Policies and procedures to assist in implementing the educational plan.

a. . . . The district board of education shall provide certified (underlining ours) personnel needed to implement a thorough and efficient system of free public schools, which may include but not be limited to the following: . . . instructional media specialists (librarians) . . .

b. The district shall employ for its teaching staff members only persons certified under the rules and regulations of the State Board of Education.

e. Substitute teachers shall be provided orientation and training to meet pupil needs within the school district.

f. Sufficient supportive services shall be provided, including, but not limited to secretarial and clerical . . maintenance . . .

g. Aides may be employed, and shall be approved and assigned . . .

6:8-4.4 Staff in-service improvement programs developed in consultation with . . . teaching staff members shall be planned as needed . . .

6:8-4.5 Instructional Materials and Equipment

a. The district . . . shall provide instructional and evaluation materials including . . . references, library print and non-print materials, equipment and other materials to implement the district and school educational goals and objectives and meet pupil needs.

b. The district . . . shall adopt an instructional materials and equipment policy which includes procedures for effective consultation with teaching staff members in the selection and utilization of such materials and equipment.

6:8-4.6 School and community relations

b. Teaching staff members . . . shall identify community resources, services and needs in planning for continuous educational improvement, in consultation with parents . . pupils and other . . residents.

6:8-4.7 Administrative procedures

a. Each district . . after consultation with . . .teaching staff members, shall adopt efficient administrative procedures which shall include . . .
1. Sound district and school fiscal operations . . .

6:8-4.8 School Facilities

a. New school facilities shall be planned to reflect current research and recommendations on the relationship of school design and size of educational program and a positive learning environment . . .

b. Each school building and site shall provide suitable accomodations to carry out the educational program of the school . . .

New Jersey BLUEPRINT Worksheet

In the T & E process, record keeping is one of the more complicated aspects. If you will use the formats shown on this page and the following page, your paperwork will be more organized and your frustrations reduced. You will not have room to place more than a check or other brief notation on these sheets, but they should function as a handy "organizer" for all the other bits of paper and citations you are trying to keep track of.

Turn to any page of your New Jersey Blueprint that contains a chart. You will notice that each page has either three or four columns. The heading vary from page to page, but are practically all shown in the illustration below. The only column in which you are asked to place data is the final one:

Functions (or) Materials	Special Aspects (or) Basic	Space in Sq. Feet (or) Goal, Advanced	Present Achievement in Local School
			your data here

Now take some sheets of paper and set them up with column headings as shown in the second example below. Set them or paste them next to each page of the Blueprint, and you expand its usefulness to you.

NEED (Goal— Achievement)	RATING (Achievement divided by Goal)	ACQUISITION 197_	197_	PLAN 19_	MISC.

NEED - This column represents your need in absolute numbers. If the Blueprint standard calls for a thousand books and you have six hundred, your need is four hundred.

RATING - This column represents your need as a percentage of attainment. Your need above represents an attainment of 60%.

ACQUISITION PLAN - These columns represent your chance to set priorities. After looking at all your NEEDS and RATINGS, you will decide to increase your attainment in those areas that represent a first priority for you.

****
Key: A - Acquaint
I - Instruct
D - Develop in depth
R - Reinforce
****

Library Media Center
STUDY and RESEARCH SKILLS
Instructional Program K-12

WORKSHEET

Grade Level(s)____

CHECKLIST

SKILL TO BE LEARNED	Desired Level of Instruction (A,I,R or D)	Classroom Teacher Role (A,I,R or D)	Lib Media Spec. Role (A,I,R or D)	Proficiency Level Defined ✓	Needs Assessed ✓	Learning Activities Designed ✓	Evaluation Designed ✓	Evaluation Complete ✓
Orientation to Library Media Center								
Care of Materials								
Arrangement of Materials in Library Media Center								
Card Catalog								
Dewey Decimal System								
Parts of Books								
English Language Dictionaries								
Special Subject Dictionaries								
General Encyclopedias								
Subject Encyclopedias								
Newspapers and Magazines								
Indexing Services								
Vertical File-Picture File								
Biographical Sources								
Other Reference Tools: Almanacs Atlases, Yearbooks, etc.								
Report and Research Techniques								
Evaluation and Interpretation of Books and AV Materials								
Listening Skills								
Use of AV Equipment								
Production of Materials								

Teacher Opinionnaire

Subject_____

Grade_____

		Always	Frequently	Occasionally	Seldom	Never
1.	I can easily find relevant materials in the media center	☐	☐	☐	☐	☐
2.	I use instructional materials in my classes	☐	☐	☐	☐	☐
3.	My requests for assistance from the media center staff are promptly, adequately, and conveniently filled	☐	☐	☐	☐	☐
4.	Lack of resources affects my use of the media center	☐	☐	☐	☐	☐
5.	Indifference to my requests affects my use of the media center	☐	☐	☐	☐	☐
6.	Inadequate staffing prevents my fullest use of the media center	☐	☐	☐	☐	☐
7.	The professional materials collection is up-to-date and relevant	☐	☐	☐	☐	☐
8.	I use the professional materials collection	☐	☐	☐	☐	☐
9.	I am asked to participate in the selection of new materials	☐	☐	☐	☐	☐
10.	I do participate in the selection of new materials	☐	☐	☐	☐	☐
11.	My requests for new materials are honored equally with other requests as budgetary limitations permit	☐	☐	☐	☐	☐
12.	My requests for new equipment are honored equally with other requests as budgetary limitations permit	☐	☐	☐	☐	☐
13.	I participate actively in media in-service workshops as offered	☐	☐	☐	☐	☐
14.	The media center staff offers a wide variety of media in-service workshops during the school year	☐	☐	☐	☐	☐
15.	I make media items for instructing my classes	☐	☐	☐	☐	☐
16.	I have the media center produce materials for my teaching	☐	☐	☐	☐	☐
17.	My students produce original media materials	☐	☐	☐	☐	☐
18.	I utilize types of television as follows:					
	(a) commercial television	☐	☐	☐	☐	☐
	(b) educational and instructional television	☐	☐	☐	☐	☐
	(c) programs produced by the school	☐	☐	☐	☐	☐
	(d) videotaping of teacher and student self-evaluation	☐	☐	☐	☐	☐
19.	My students make independent use of media	☐	☐	☐	☐	☐
20.	My students successfully locate materials in the media center collection	☐	☐	☐	☐	☐
21.	Time is available to preview instructional media	☐	☐	☐	☐	☐
22.	The principal supports the media center staff in providing a full array of media services	☐	☐	☐	☐	☐
23.	The superintendent recognizes the need for and supports quality and variety of media services needed for an effective instructional program	☐	☐	☐	☐	☐
24.	The Board of Education recognizes the need for and supports the quality and variety of media services needed for an effective instructional program	☐	☐	☐	☐	☐

SAMPLE

Sample page from
EVALUATING MEDIA PROGRAMS:
DISTRICT AND SCHOOL
See: Selected Bibliography
Item 10
USED WITH PERMISSION

Student Opinionnaire

Subject_____

Grade_____

		Always	Frequently	Occasionally	Seldom	Never
1.	I can use the media center when I need to as my class schedule permits	☐	☐	☐	☐	☐
2.	I do use the media center when I need to as my class schedule permits	☐	☐	☐	☐	☐
3.	Our media center is too crowded	☐	☐	☐	☐	☐
4.	Our media center is too noisy	☐	☐	☐	☐	☐
5.	Learning is improved when a variety of media is used in my classes	☐	☐	☐	☐	☐
6.	I can obtain informational materials I need from the media center	☐	☐	☐	☐	☐
7.	I do obtain informational materials I need from the media center	☐	☐	☐	☐	☐
8.	I can get help in finding and using media center materials and equipment	☐	☐	☐	☐	☐
9.	I do get help in finding and using media center materials and equipment	☐	☐	☐	☐	☐
10.	I can take home materials other than books from the media center	☐	☐	☐	☐	☐
11.	I do take home materials other than books from the media center	☐	☐	☐	☐	☐
12.	I am asked to help in selecting materials for the media center	☐	☐	☐	☐	☐
13.	I do help in selecting materials for the media center	☐	☐	☐	☐	☐
14.	My suggestions for purchase of materials are seriously considered	☐	☐	☐	☐	☐
15.	I can use school supplies and equipment to make audiovisual materials for my school reports	☐	☐	☐	☐	☐
16.	I do use school supplies and equipment to make audiovisual materials for my school reports	☐	☐	☐	☐	☐
17.	I can get help in making audiovisual materials from the media center staff	☐	☐	☐	☐	☐
18.	I do get help in making audiovisual materials from the media center staff	☐	☐	☐	☐	☐
19.	My teachers expect me to use:					
	(a) print materials	☐	☐	☐	☐	☐
	(b) visual materials	☐	☐	☐	☐	☐
	(c) listening materials	☐	☐	☐	☐	☐
20.	I am informed when new materials are added to the media center collection	☐	☐	☐	☐	☐
21.	Television is used as part of my classroom instruction.					
	(a) commercial television	☐	☐	☐	☐	☐
	(b) educational and instructional television	☐	☐	☐	☐	☐
	(c) programs produced by the school	☐	☐	☐	☐	☐
	(d) videotaping for student self-evaluation	☐	☐	☐	☐	☐

SAMPLE

Sample page from:
EVALUATING MEDIA PROGRAMS:
DISTRICT AND SCHOOL
See: Selected Bibliography
Item 10.
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Instructions for use

Part 2 of this section is entitled the Media Duty Profile and is intended to indicate the involvement of media personnel in various assigned duties. The list of 30 tasks is only a sample. For additional items, see the note at the top of the following page.

If the media program being evaluated is served through a single professional person, use the letter "c" to signify that media specialist.

Example: 7. Instructs students in media skills. A B (C) D E F G H

Circle the letter or letters following each statement to identify the person(s) who perform each task as a major assignment at the school level. Underline clearly in red (or other color) to identify the person(s) who perform each task at the district level.

Example: 14. Produces graphic, photographic and audio instructional materials and displays. A B C D E F G H

SAMPLE

Media Duty Profile

NOTE: The items below are illustrative only. Other or additional items may be used. Consult the Behavioral Requirements Analysis Checklist (ALA) and/or Jobs in Instructional Media Study (AECT) for items.

Media staffing references in these pages are as follows:

- A Director of district media program
- B Head of school media program
- C Media specialist

→ Certified

- D Media technician
- E Media aide and/or clerk
- F Student aide
- G Other
- H Not Performed

→ Noncertified support personnel

Please circle the letter or letters following each statement to identify the person(s) who perform each duty as a major assignment at the school level. Underline in red (or other color) the letter or letters following each statement to identify person(s) who perform each duty as a major assignment at the district level.

1. Confers with administrators and/or school board concerning media operation, programs and budgets. . . . . A B C D E F G H
2. Participates in curriculum development and revision . . . . . A B C D E F G H
3. Designs learning materials . . . . . A B C D E F G H
4. Helps to develop and implement proposals for federal projects, programs and service units . . . . . A B C D E F G H

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DISTRICT AND SCHOOL
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5.	Coordinates selection and evaluation of learning materials and appropriate equipment	A	B	C	D	E	F	G	H
6.	Conducts inservice for faculty	A	B	C	D	E	F	G	H
7.	Instructs students in media skills	A	B	C	D	E	F	G	H
8.	Organizes the media collection	A	B	C	D	E	F	G	H
9.	Maintains and repairs equipment and instructional materials	A	B	C	D	E	F	G	H
10.	Schedules and distributes both hardware and software	A	B	C	D	E	F	G	H
11.	Provides training for aides and student assistants	A	B	C	D	E	F	G	H
12.	Duplicates educational materials	A	B	C	D	E	F	G	H
13.	Serves teachers and students as a resource person	A	B	C	D	E	F	G	H
14.	Produces graphic, photographic and audio instructional materials and displays	A	B	C	D	E	F	G	H
15.	Provides storytelling experiences and introduces materials of special interest to class groups	A	B	C	D	E	F	G	H
16.	Maintains instructional materials files: pictures, charts, maps, vertical, and other	A	B	C	D	E	F	G	H
17.	Keeps and up-to-date inventory	A	B	C	D	E	F	G	H
18.	Operates office machines and equipment	A	B	C	D	E	F	G	H
19.	Gives individual guidance in research and reading	A	B	C	D	E	F	G	H
20.	Attends and participates in meetings of professional organizations	A	B	C	D	E	F	G	H
21.	Replaces bulbs	A	B	C	D	E	F	G	H
22.	Files shelf list and catalog cards above the rod	A	B	C	D	E	F	G	H
23.	Locates bibliographical information	A	B	C	D	E	F	G	H
24.	Assists at the charging desk	A	B	C	D	E	F	G	H
25.	Reserves instructional media	A	B	C	D	E	F	G	H
26.	Keeps informed and in touch with recent developments in media research	A	B	C	D	E	F	G	H
27.	Suggests related materials, ideas, and resource people for classroom units and provides materials for extracurricular activities	A	B	C	D	E	F	G	H
28.	Directs effective use of ITV	A	B	C	D	E	F	G	H
29.	Promotes use of ITV	A	B	C	D	E	F	G	H
30.	Operates video tape recorder	A	B	C	D	E	F	G	H
31.	Organizes media search services	A	B	C	D	E	F	G	H

SAMPLE

Sample page from
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DISTRICT AND SCHOOL
See: Selected Bibliography
Item 10
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1: Readers Guide

PURPOSE OF THIS EXERCISE: to acquaint you with the Media Center's magazine (periodical) collection; to show you how to use the Reader's Guide to periodicals; to have you successfully choose and obtain a magazine article.

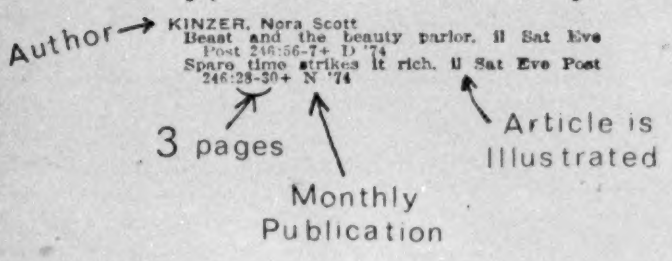
LOCATION OF EXERCISE: The Magazine or Periodical Room is on the second floor, but is NOT open to students. Media Staff members bring magazines to you from that room, after you have selected them. The materials used in choosing magazines (lists, Readers Guide, request slips) are also on the second floor - next to the charge desk.

WHAT YOU ARE TO DO: This is a two part exercise. First you will examine the sample from a Readers Guide page and make yourself familiar with the important parts of the sample. Then you will answer the six questions based on Examples A, B, C, and D. Second, you will select an actual article from a magazine, using the Readers Guide, and will successfully obtain the article from a Media Staff Member.

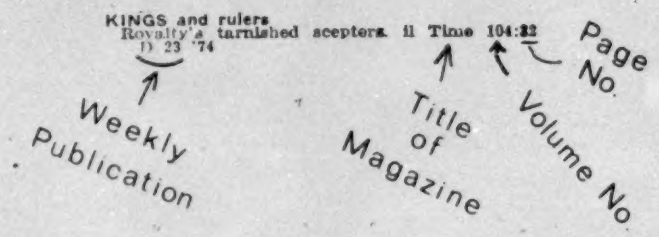
PASSPORT: You may ask assistance from a staff member in doing the exercise, but you must have it approved for completion, at which time your passport will be stamped.

PART ONE: HOW TO USE THE READERS GUIDE

Typical Author Entry


Author
KINZER, Nora Scott
Beast and the beauty parlor. il Sat Eve Post 246:56-7+ D '74
Spare time strikes it rich. il Sat Eve Post 246:28-30+ N '74
3 pages
Monthly Publication
Article is Illustrated

Typical Subject Entry



EXAMPLES:

A KINO, Eusebio Francisco
Who was Kino? Mission founder and more. il Sunset 153:72 O '74 •

B KINSELLA, John
Settling down to a dog-tired paddle. D. Levin. pors Sports Illus 41:61-2 Ag 5 '74 •

C KINSEY, Natalie
Reflections of a New England chameleon: story. il Seventeen 34:80-1 Ja '75

D KINSOLVING, Lester
Grenades in the Archbishop's Mercedes. Chr Today 19:15-16 O 11 '74

Answer the following questions:

1. Is the magazine in Example "A" a weekly or a monthly? _____
2. Who is the author of the article in Example "B"? _____
3. Is Example "C" an illustrated article? (Yes or No) _____
4. Is the magazine in Example "D" a monthly or a weekly? _____
5. What is the volume number in Example "C"? _____
6. How many pages are in Example "A" _____; in Example "C" _____

PART TWO IS ON THE OPPOSITE SIDE

PART TWO: OBTAINING AN ACTUAL MAGAZINE ARTICLE

1. Sit at the Readers Guide table and take a pink Periodical Request Form.

2. Fill in your name, grade and section and today's date.

3. Browse through a Readers Guide and pick a topic (at random, if necessary) It is usually good to pick one that contains more than one article. This increases your chances of successfully obtaining a magazine.

4. List your topic here _____.

5. Choose up to three appropriate articles from the list. Check to see that the magazines in which they appear are on the Media Center's 1976-7 subscription list which is posted on a large, colorful sign on the side of a bookshelf in front of you.

6. Fill out the remainder of the pink slip with these articles. Note that you must supply only certain information.

7. Give your pink slip to a staff member (Media Specialist or Aide).

8. Obtain a magazine from that staff member (only one will be brought out - to save time).

9. Locate the article and show it to the staff member.

PERIODICAL REQUEST SLIP

Using the Readers Guides, fill out this slip and give it to any member of the Media Center staff. Magazines will be brought out to you.

Your Name Charles Jones

H.R.Section Principal

Today's Date 5/19/78

1.TITLE Education Digest

Date of Issue O '74

Page 34-5

2.TITLE Education Digest

Date of Issue Apr '74

Page 10-13

EDUCATIONAL innovations

Changing education; address, November 1, 1973. J. D. Koerner. Vital Speeches 40:177-80 Ja 1 '74

Creating the climate for successful innovation. F. Silverblank. Clearing H 48:239-41 D '73

Educational change: past and present; excerpt from Education as cultural imperialism. M. Carnoy. bibl Intellect 102: 401-6 Mr '74

Follow the bouncing fad. P. H. Wagschal. Educ Digest 40:34-5 O '74

How to innovate successfully. D. S. Arnold and A. Goodloe. bibl il Todays Educ 63:62-6 Ja '74

Innovation in the land of Amed; a parable. P. Longo. il Intellect 102:307-8 F '74

Innovations without added costs. E. Cerghino. Clearing H 48:416-19 Mr '74

Links for learning. My. Harper 248:108 My '74

Myth of change in higher education C. W. Burnett. bibl Intellect 102:424-5 Ap '74

Mythology and reality of change viewed from the Model schools project. J. L. Trump. Educ Digest 39:22-5 My '74

Nonmodel for school change. D. A. Shiman and A. Lieberman. Educ Digest 40:38-40 O '74

Nontraditional approaches. E. B. Nyquist. il Todays Educ 63:63-6 N '74

Playing the politics of change. G. Brunetti. Engl J 63:12-13 O '74

Prevention and cure of post-curricular innovitis. J. Swift. il Engl J 63:53-7 S '74

Reforms that went sour in teaching the three R's. il U.S. News 76:65-6 My 20 '74

School climate improvement. E. R. Howard. Educ Digest 39:10-13 Ap '74

Social studies, social science, and school reform. H. F. Eschenbacher. Intellect 102:507-9 Summ '74

Teaching today for tomorrow's world. S. de Leon. il Parents Mag 49:42-3+ S '74

DO NOT WRITE IN THIS SPACE Evaluation of Exercise

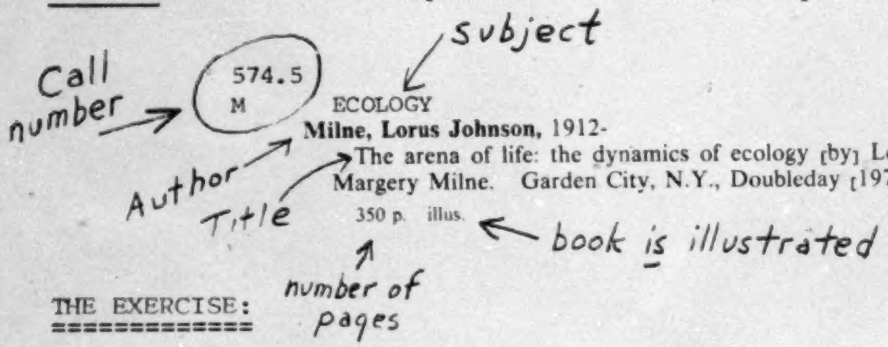
___ Successful Completion Circle deficient areas: 1 2 3 4 5 6

2. Card Catalog

PURPOSE OF THIS EXERCISE: to acquaint you with the location and use of the Media Center's Card Catalog. You will learn how to find a book of your choice on any subject, how to charge it out and how to return it.

LOCATION: The card catalog is located next to the main circulation desk on the first floor of the Media Center and is divided into three sections (consult your Media Center Guide available at the main circulation desk).

EXAMPLE: Below is a sample SUBJECT card with important information labeled.



THE EXERCISE:

A. Write a subject of your choice in this space: _____

B. Using the SUBJECT section of the Card Catalog, locate the books on that subject and choose two books on that subject.

C. Write the Call Number and Title of one book in these spaces

_____ _____

D. Write the Call Number and Title of the second book below

_____ _____

E. Show the above information to a Media Staff member for approval. Do not go on until you are certain you have done steps C & D properly.

F. Refer to your Media Center Guide to locate the books (consult with a Media Staff member if needed).

G. Locate one book on the shelf. If it is missing, look for your other choice and locate that book.

[If you are unlucky enough to find both books missing, go back to step A and make other choices, using a fresh sheet.]

H. Remove the book from the shelf and take it to the charge desk on the same floor. Charge the book out, as if you were taking it with you.

J. Return the book to the first floor circulation desk. Explain that you have finished Exercise 2, and submit this sheet.

DO NOT WRITE IN THIS SPACE Evaluation of Exercise:

___ Successful Completion Circle Deficient areas C D F H J

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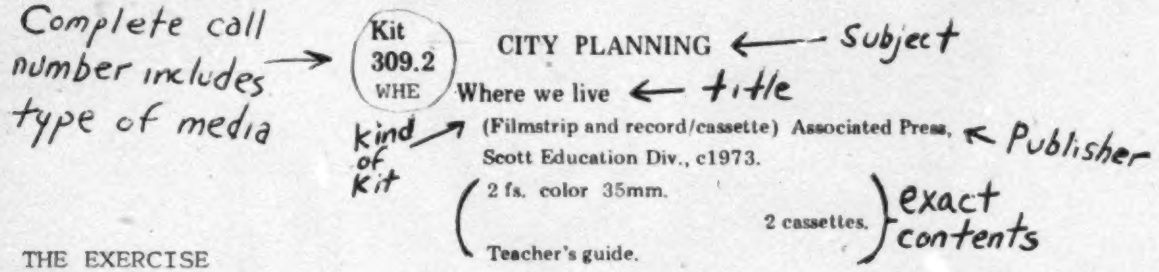
3. Non-Print (AV) Materials

PURPOSE OF THIS EXERCISE: to acquaint you with the non-print resources of your Media Center; how to locate and use them.

LOCATION: All non-print materials are located on the Media Center's first floor, but are in rooms off the main floor and are not accessible to students and teachers for browsing. The index to these materials is located in six special non-print drawers in the main card catalog (consult your Media Center Guide for location).

EXAMPLE: This is a sample catalog card for a piece of non-print material. Note that the type of materials is printed in the upper left hand corner as an integral part of the call number.



THE EXERCISE

A. Imagine that you are giving a report in one of your classes, using some non-print material as a part of that report.

B. Write down the subject of your imaginary report _____

C. Locate the non-print drawers of the card catalog and find the cards on that subject. If there are none, pick a new subject.

D. Select one item of non-print material and write its call number in this space _____

E. Write its title in this space _____

F. Give this sheet to a Media Staff member at the main circulation desk. The staff member will get the item for you.

G. After receiving the item examine it and charge it out.

H. Find the area and Media Staff members who would help you obtain the equipment necessary to use your item of non-print media.

J. Ask them to show you the needed equipment, if possible.

K. List the items of equipment you would need _____

_____

L. Return this sheet with the item you charged out.

DO NOT WRITE IN THIS SPACE Evaluation of Exercise:

___Successful Completion Circle deficient areas D E G H K